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ABSTRACT

The public's demand for improvement of schools; the concern, debate, and inquiry about the principal's role; and the importance of principals' own views about their activities emphasize the need to enhance the body of knowledge about public school principals. This study utilized a 14-page questionnaire grouped into the following sections: (1) working environment of the principal; (2) demographic characteristics of the principal, reasons for becoming a principal, work experience and salary; (3) educational preparation, certification and professional growth; (4) task roles performed by the principal, including ranking of current and idealized roles; and (5) level of satisfaction with schools, education in the state, and career goals. Information from 630 respondents statewide was categorized according to school environment, school grade level, geographic region, and school size. Recommendations include a redefinition of a core curriculum for principal certification, a revision of an evaluation plan measuring administrative performance, an examination of underrepresentation of minorities and women, and an ongoing analysis of the role of principal to assist determination of the contribution to academic success. Included in the study are 52 references, 26 tables, and 3 figures. Two appendices present the questionnaire and the accompanying cover letter. (WTH)

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The Indiana School Principalship:

The Role of the Indiana Principal

As Defined by the Principal

by

Richard P. Gousha

School of Education

Indiana University

Bloomington

October 1986

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R.P.G.

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The Role of the Indiana Principal as Defined by the Principal

Introduction

A Nation at Risk: The Imperative for Educational Reform, the Report of the National Commission on Excellence in Education concluded "the educational foundationsof our society are presently being eroded by a rising tide of mediocrity" and that our schools hopes deteriorated to such an extent that "our nation is at risk."[1] Included in the categories of recommendations was the crucial role principals and the superintendents must play in achieving quality in the schools.

Since the issuance of the National Commission on Excellence recommendations, according to the Education Commission of the States, there have been 158 enacted state reforms aimed at teachers and 132 aimed at students. In contrast from 1981-1984 in the 50 states, 19 programs for administrators had been initiated. Thirty states have principle academies and a number have begun or are being planned in the last few years.

Our survey, the First Annual Survey of Certification and Employment Standards for School Administrators found that although there did not appear to be a common thread in the consideration of the states, districts, and campuses surveyed it is obvious that there is much activity with respect to updating and revising programs and procedures for certification, employment, and training of administrators.[2]

Recently the National Governors' Associations Task Force on Leadership and Management developed specific recommendations addressing issues related to the preparation, selection, certification and rewarding of principals and also indicated that other recommendations will address the incentives and assistance that states can provide districts that are ready to change school structures.[3]

Leadership needs in schools are constantly changing reflecting continuously shifting and difficult to predict environments and the principals role has fostered much concern, debate and inquiry not only at this point in time but over the past twenty years. Some researchers claim that principals are perhaps the most important individuals in the process of school improvement with student learning directly related to effectiveness of the principal.[4] Other investigators while pointing out that the principal is a central character in the process of creating successful schools, perhaps "their most potent role is to create and sustain a perspective of what quality schooling might be; through all the uncertainty and conflict that characterize their environments working to instill their vision in their staffs and patrons, defining a mission in which all might participate."[5]

The Carnegie Task Force on Teaching as a Profession, addressing School Leadership and the Role of the Principal in its report, stated that no organization can function well without strong and effective leadership and schools are no exception. But the single model for leadership found in most schools is better suited to business or government than to the function of education."[6]

The public's demand for improvement of schools, the concern, debate and inquiry about the principals' role, the importance of principals' own views about their activities emphasizes the need to enhance the body of knowledge about the Indiana public school principal. What is the nature of the public school principalship and what are the characteristics of principals and their schools?

Purpose of the Study

The objective of the study was to determine the role of the Indiana principal as defined by the principal. The study included a 14 page administrator questionnaire. The information provided by the questionnaire is grouped into the following sections:

Working environment of the Indiana public school principal

Demographic characteristics of the Indiana public school principal, reasons for becoming principal, previous work experience and present salary

Educational preparation, certification and professional growth of the Indiana public school principal including a rating of undergraduate and graduate courses and in-service programs available in the state

Task roles performed by principals at school including a rating of preparation for the performance of these tasks and a ranking of their current and idealized roles as principals

The level of satisfaction expressed by principals regarding various aspects of their schools, public education in the state, and their career goals

Procedures

The administrator questionnaire was mailed to all elementary and middle school principals in the state. A mailing list was obtained from the Indiana State Department of Public Instruction, and a total of 1398 questionnaires were mailed to all elementary and middle school principals. The questionnaire was also mailed to 444 members of the Indiana Secondary School Administrators These mail-outs contained cover letters from Don Small, Executive Director, Indiana Association of Elementary and Middle School Principals and Russell Abel, Executive Director, Indiana Secondary School Administrators. A total of 635 responses were received representing a 34.4% response rate. (Secondary 47.2%, elementary 30.4%.)

Respondents

School Environment

All types of environments (as indicated by respondents) were adequately represented in the study.

Table 1. Types of School Environment

Environment	Number of Schools	Percent
Urban	127	20.7
Suburban	166	27.0
Rural Farming	239	38.9
Rural non Farming	83	13.5
TOTAL	615	100

School Grade Level

Principal responses to grades taught in their schools indicated a number of combinations of grades taught in public schools in Indiana. An elementary school was defined as a school which has any of the grades K-3 but does not have any of the grades 9-12. Schools with grades 1-8, or 3-8 fall in this category. High schools are defined as those schools which contain any of the grades 9-12, but do not contain any K-3 grades. Schools with grade level combinations not embraced by either of the two categories are classified as middle schools. Those schools which contain grades at both ends of the spectrum (K-3 and 9-12) are classified as other.

Table 2. Distribution of Respondents by School Grade Level

School Grade Level	Number of Respondents	Percent
Elementary	340	55.3
Middle	68	11.1
High	107	17.4
Other (K-12, 1-12)	36	5.9
Unclassifiable	64	10.4
TOTAL	615	100

Geographic Region

The State of Indiana was divided into nine geographic regions. The scheme was the same as that adopted by the Indiana State Board of Education when it established Regional Educational Service Units. The distribution of respondents according to this classification is presented in Figure I.

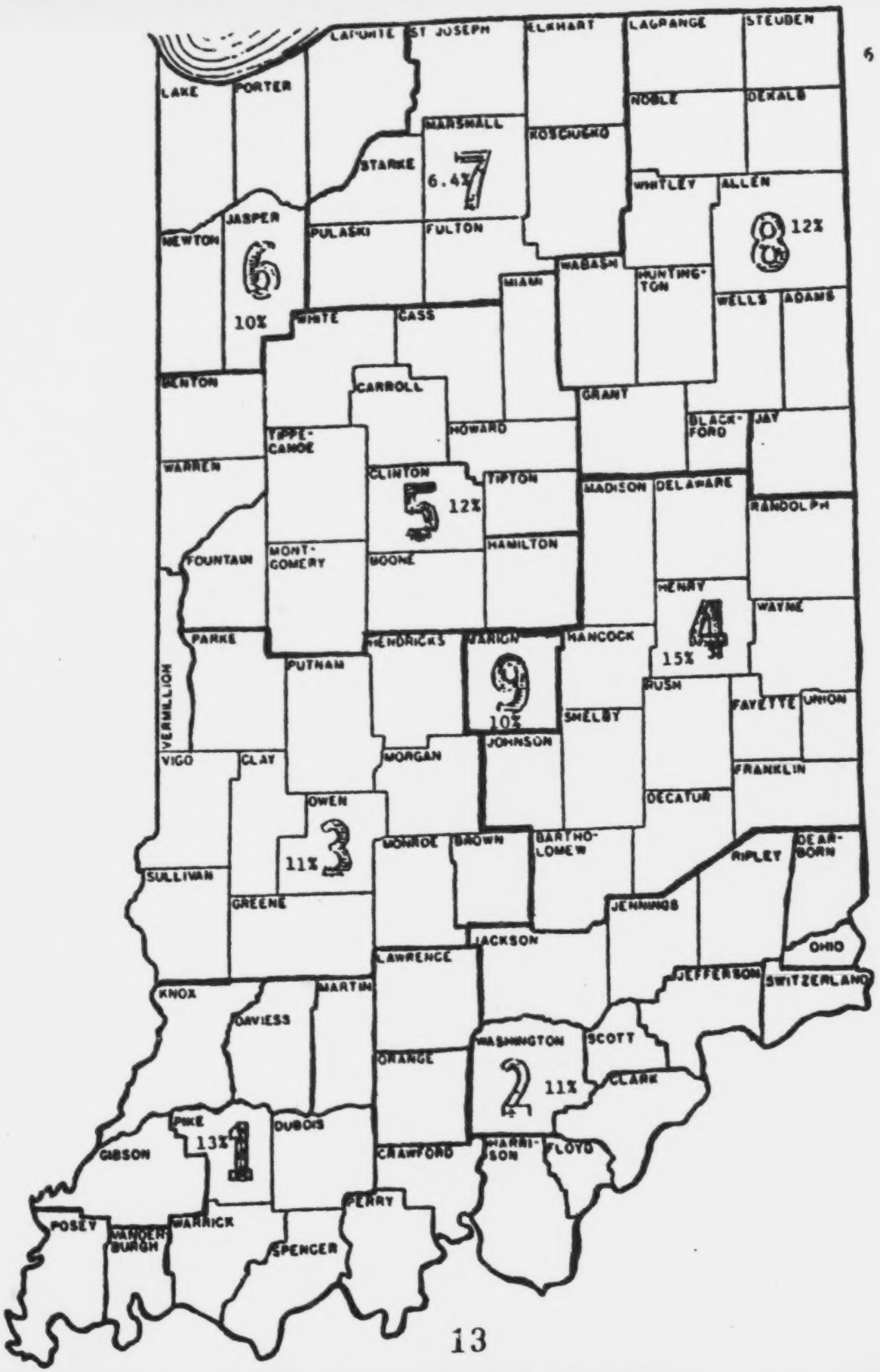


Figure I. Geographic Distribution of Respondents

School Size

School size was defined as follows: 30-350, very small; 360-500, small; 510-740, large; and 730-2250, very large.

Table 3. Distribution of Respondents According to School Size

School Size	Number of Respondents	Percent
30-350	188	30.1
360-500	149	23.9
510-740	177	28.4
750-2250	110	17.6
TOTAL	624	100

Survey Findings

Working Environment of the Indiana Public School Principal

Working environment is an important aspect of the principalship. Such factors as socioeconomic status of students, school administrative and instructional support staff pupil teacher, ratio, length of teacher service and school organizational arrangements, determine this environment.

Six hundred and thirty principals reported a range of average annual family incomes in Indiana public schools from $5000 and below (8%) to above $25,000 (11.2%) with 32.2% falling between $6000 and $15,000. Average family income of $16,000 - $20,000 were reported for 36.1% of the schools and average family incomes of $21,000 - $25,000 for 12.2%. Principals reported average family incomes of $26,000 and above of 11.2%.

Out of 630 respondents, 565 reported that 35% or fewer students in their schools participated in free and reduced lunch programs. Principals in 53 schools reported that between 36% and 70% of their students participated and according to 12 principals, between 71% and 100% of their students participated; 211 principals reported that fewer than 10% of their pupils participated in these programs and 74 principals reported that none of their students participated in free or reduced lunch programs.

Almost 40% of responding principals reported that their staff included assistant principals. That percentage includes one assistant principal (29%) and more than one assistant principal (10%).

A full time clerical staff of one was reported by 52.07 of 628 respondents. Twenty seven principals reported having none and the remainder reported a staff of two or more (45.8%).

The number of instructional staff support positions as reported by 627 principals include: no counselors, 53%; one counselor, 20.7%; two or more counselors, 25.19%.

One full time librarian was reported by 80% of 627 principals, more than one, by 6% of principals and no librarian by 13.8%. School psychologists were indicated by 33.1% of 628 reporting principals, and 81.6 of 628 responding principals reported a nurse.

Specialists in reading and math were reported by 56% of 620 principals, 43.9% reported none, while 70.8 of 627 principals reported having specialists in art, music and physical education; 29.1% reported none.

The average length of teacher service at a public school was rarely longer than nineteen years. 41.9% of the schools had teachers with an average tenure of between ten and fourteen years. The average length of teacher service as reported by principals, is presented in Table 4.

Table 4. Average Length of Teacher Service at School

Years	Number of Schools	Percent
0 - 4	80	13.5
5 - 9	85	14.3
10 - 14	249	41.9
15 - 19	146	24.6
20 - 24	27	4.5
25 - 29	4	0.7
30 - 34	3	0.5
Total	594	100

Of 628 responding principals, 41.8% reported no enrollment of black students at their schools; 2.8% of the principals report no white enrollment; 42.6% reported no hispanic and 58.7% reported no other ethnic students.

Of 623 responding principals, 60.5% reported no student expulsions at their schools. Nearly 40% of the principals reported expulsions at their schools.

A variety of organizational arrangements characterize Indiana public schools. The most common arrangement reported was the traditional classroom (95.6%). Parent-Teacher Association or parent group was reported by (74.3%); gifted study program (57.6%); individualized instruction (56.4%). Least common organizational arrangements reported included the following: school within a school program (5.3%); ethnic studies program (10.2%); non-graded classrooms (14.3%); and open classrooms (16.5%). Table 5 presents data on responses to questions about organizational arrangements at schools.

Table 5. Organizational Arrangements at School

Arrangement	Yes	No	Have Plans to Implement*	No. of Schools
Open Classrooms	16.5	81.5	2.0	593
Traditional Classrooms	95.6	4.1	.3	617
Flexible Scheduling	31.3	66.3	2.3	597
Differentiated Staffing	21.6	76.8	1.6	565
Team Teaching	50.0	48.0	2.0	606
Individualized Instruction	56.4	40.7	2.8	599
PTA or Parent Club	74.3	24.3	1.3	612
Community or Parent Advisory Board	58.3	37.8	3.8	600
Multi-age Pupil Grouping	40.6	58.4	1.0	594
Nongraded Classrooms	14.3	83.8	1.9	587
In-class Paraprofessional Program	39.4	58.8	1.8	597
Echnic Studies Program	10.2	87.3	2.5	589
Gifted Student Program	57.6	29.4	13.0	606
School within a School Program	5.3	93.4	1.2	580
Social Promotion of Students	39.7	59.2	1.2	590
Improvement Program for Individual Teachers	49.5	46.3	4.2	590

*Percentage compiled for those respondents who do not have such arrangements at their schools.

Demographic Characteristics

Sex, Race, Marital Status, and Age.

The average principal in Indiana is 47.06 years old. Approximately 44% of the high school principals are 41-50 years old. About 46% of middle school principals are ages 41-50. Elementary principals are distributed across ages 31-60. Ninety percent of Indiana principals are male and 10% are female. Black principals numbered 16 (2.6%); Hispanic, 7 (1.1%); White, 597 (96%). Figures for single and divorced principals were 4.2% and 4.2% respectively. Table 6 presents a detailed picture of the race and sex of principals with regard to grade school level. Of 312 white elementary principals responding, 40 (12.8%) indicated were female. Of 64 white middle school principals, 1 (1.6%), was female. Among 103 white high school principals 3 (2.9%) were female. Of the 9 black elementary principals 4 (44.4%) were female.

Socioeconomic Background.

The largest proportion of principals (39.3%) were reared in rural farming communities. Almost 20% were reared in an urban community; 23% reported a suburban background and 10.4% listed a rural nonfarming environment. Over 47% of the principals reported that their father's primary occupation was either farming (19.6%) or laborer (27.5%) and 61.3% reported their mother was a housewife. Over 70% of the responding Indiana principals received their elementary, intermediate, and postsecondary training in Indiana. Almost 94% of the principals attended public schools for their precollege preparation. Some 6% attended religious schools and fewer than 1% attended non-religious private schools. The children of

Table 6. Race and Sex of Respondents

School Grade Level

Count Row Pct Col Pct		Elementary	Middle	High	N
WHITE	MALE	272 62.5% 87.2%	63 14.5% 98.4%	100 23.0% 97.1%	435 100.0% 90.8%
	FEMALE	40 90.9% 12.8%	1 2.3% 1.6%	3 6.8% 2.9%	44 100.0% 9.2%
	TOTAL	312 65.1% 97.2%	64 13.4% 98.5%	103 21.5% 100.0%	479 100.0% 98.0%
BLACK	MALE	5 83.3% 55.6%	1 16.7% 100.0%	0 0% 0%	6 100.0% 60.0%
	FEMALE	4 100.0% 44.4%	0 0% 0%	0 0% 0%	4 100.0% 40.0%
	TOTAL	9 90.0% 2.8%	1 10.0% 1.5%	0 0% 0%	10 100.0% 2.0%
TOTAL		321 65.9% 100.0%	65 13.3% 100.0%	103 4.1% 100.0%	489 100.0% 100.0%

approximately 92% of the responding principals attended public schools. Children of another 4% attended private (non-religious schools).

Reasons for Becoming a Principal.

The largest proportion of principals (27.1%) listed desire to be in a leadership position as their primary reason for becoming a principal. Salary (19.1%) and desire to improve the academic performance of students (18.2%) were two other major reasons. (13.5%) of the respondents were motivated by a desire to make educational improvements for teachers and (11.4%) became principals primarily due to the encouragement of others. Respondents also listed prestige (5.9%) or springboard for superintendency (3.1%) as their primary reason for becoming principals.

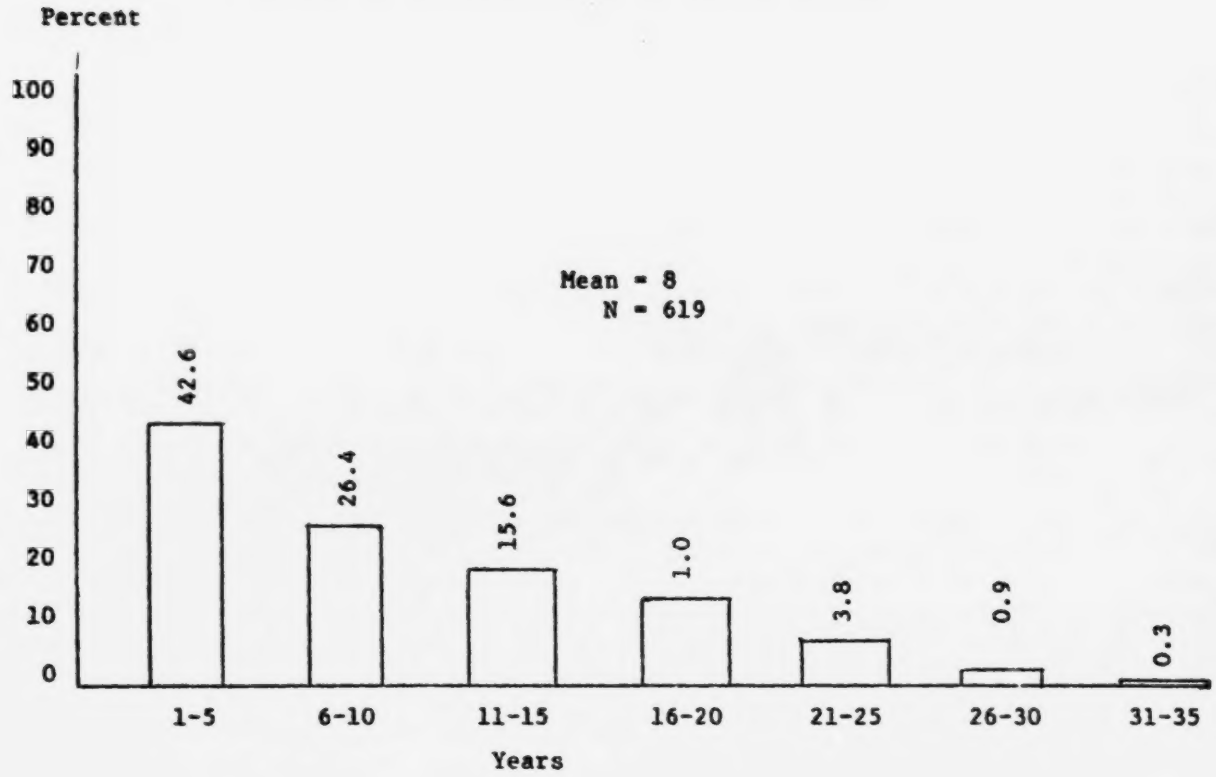
Work Experience and Salary.

Principals have served an average of 8 years at their school (Figure II). They spend approximately 52 hours at school each week. Table 7 provides a more detailed picture of hours per week spent at school.

Table 7. Hours per Week, Including Weekends Spent at School

Hours Spent	Number of respondents	Percent
45 or less	117	19.0
46 - 50	219	34.8
51 - 55	114	18.1
46 - 60	125	19.8
61 - 65	30	4.8
66 - 70	15	2.4
71 - 75	3	0.5
76 - 80	2	0.3
81 - or more	2	0.3
Total	627	100

Figure II
Number of Years Principal at Present School



Principals earn on an average $33,762. High school principals ($38,388) are paid more than elementary ($31,935) and middle school principals ($35,595).

Principals With Additional Employment.

Some principals have additional employment to supplement their incomes. As presented in Table 8, 123 respondents (20.3%) of 603 respondents reported a second job. Business, sales, and management positions were reported most frequently (18.7%). Over 17% of principals with additional employment used farming to supplement their income and (13.9%) noted teaching/school-related positions and laborer (13.8%).

Table 8. Type of Additional Employment to Supplement Income

Position	Number of respondents	Percent
Teaching/school-related	16	13.0
Sports related	6	4.9
Business, sales and management	23	18.7
Farming/agruculture	21	17.1
Military/law enforcement	7	5.7
Fine Arts (photography, decorating, etc.)	5	4.1
Laborer	17	13.8
Pastor/church related	1	0.8
Other	27	22.0
Total	123	100.0

Previous Work Experience.

Principals reported a broad range and depth of work experience prior to assuming their principalships. Only 16 of 610 responding principals reported no previous work experience. In the first listed of three previous positions (79.34%) of 610 responding principals held other school related positions; the most frequent was teaching (69.50%). (8.52%) held an assistant principalship or other administrative position prior to becoming a principal, and (1.3%) were coaches. Out of 510 principals reporting a second prior position, (52.94%) listed teaching, and (2.35%) listed coaching. Only 360 principals reported having a third prior position. While all prior positions tended to be predominately school-related, the further back the position was, the less likely it was that a previous position was school related. Few principals (less than 21%) had their previous experience in their present schools. Over 90% of the principals stated that all of their previous experience had been useful to their current positions. The second listed previous position was slightly less useful than the first listed and the third listed was slightly less useful than the second listed previous position.

First listed previous experience of responding principals were in the following environments: Urban (27.65%); rural (farming) 38.9%) and rural (non-farming) (13.55).

Prior to the first listed experiences the greatest proportion (over 35%) of the respondents had their previous work experience in an urban environment.

Educational Preparation

Over 70% of Indiana public school principals received their elementary secondary and post secondary training in Indiana. Approximately 86% of all principals completed their higher education in Indiana and 7% were educated in Illinois and Kentucky. Six hundred and nine responding principals reported a masters degree with 45.81% in the category of administration and supervision and 29.39% in elementary education. Forty seven percent reported having a specialists degree, 77% of which were in administration and supervision. Almost 5% reported having a doctorate.

Usefulness of College and Graduate Courses

Principals were asked to indicate which courses they had taken, whether these courses were taken at the undergraduate or graduate level, and whether these courses were useful to their present positions. (See Table 9.) More than 70% of the principals at all grade levels had taken the courses represented in the table except Teacher Negotiations, Industrial Relations, Staff Development, Business Administration and Political Science. Education and the Law received the strongest rating--very useful--by 71.1% of the sample. Most other courses were rated very useful or somewhat useful by approximately an equal number of principals for each rating category. History and Philosophy of Education (34.3%), Teacher Negotiations (20%), Political Science (27.5%), Sociology (18.1%), and Industrial Relations (28.1%) were rated not useful by a large number of principals.

Certification

A majority of the 513 responding principals (58.08%) reported obtaining their original administrator certificate under Bulletin 400 (Provisional). 29.23% obtained their certificate under Bulletin 192; 9.35% under Bulletin 94 and 3.31% under Rules 46, 47 (Standard). (See Figure III).

Table 9. Academic Courses Taken and Their Usefulness to Present Position

Course	Where Taken		Was Not Offered	Did Not Take	N	Usefulness*			
	Undergraduate School	Graduate School				Very	Somewhat	Not	N
General School Administration	3.6	95.8	0.5	0.2	614	40.3	55.5	4.2	596
Curriculum Development	9.4	89.1	0.5	1.0	607	36.5	55.5	8.0	591
School Finance/ Economics	2.5	85.0	1.3	11.1	601	48.4	44.7	7.0	517
School Personnel Management	1.5	76.9	8.4	13.2	593	46.1	47.0	6.9	466
School Organization	8.0	77.1	6.0	8.9	585	37.2	54.1	8.7	495
Education and the Law	3.0	89.3	2.5	5.2	599	71.1	26.0	3.0	539
Teacher Negotiations	1.4	23.9	45.2	29.4	568	47.8	32.2	20.0	180
History & Philosophy of Education	26.9	71.0	1.2	1.0	603	12.5	53.2	34.3	575
Educational Psychology	36.9	62.3	0.	0.8	610	30.9	59.5	9.5	576
Sociology	57.2	30.8	1.2	10.8	591	19.2	62.7	18.1	496
Industrial Relations	6.1	6.6	36.9	50.4	561	29.8	42.1	28.1	121
Political Science	50.6	8.8	7.4	33.2	581	18.0	54.4	27.5	327
Business Administration	15.8	24.8	11.3	48.2	577	45.9	47.5	6.6	244
Staff Development	3.1	44.4	24.3	28.1	576	47.7	47.0	5.3	283

*Percentage figures compiled for those principals who took the course.

Certificate Renewal

Principals were asked if they had renewed their administrator certificates in the past ten years and what method was used for renewal. Among 625 respondents 231 (36.96%) indicated they had not renewed their administrator certificates in the past ten years. Of those principals who had renewed their administrator certificates, 20.05% reported 45 graduate hours required by the state of Indiana were used for renewal; 60 graduate hours required by the state of Indiana 33.5%, specialists degree 31.7%, doctoral degree 6.59%, other 8.12%.

Certification Standards.

Principals reported that they were either entirely satisfied or mostly satisfied with certification standards for school administrators. About 9% were either mostly dissatisfied or entirely dissatisfied. (See Table 10.)

Table 10. Level of Satisfaction with Administrator Certification Standards in Indiana

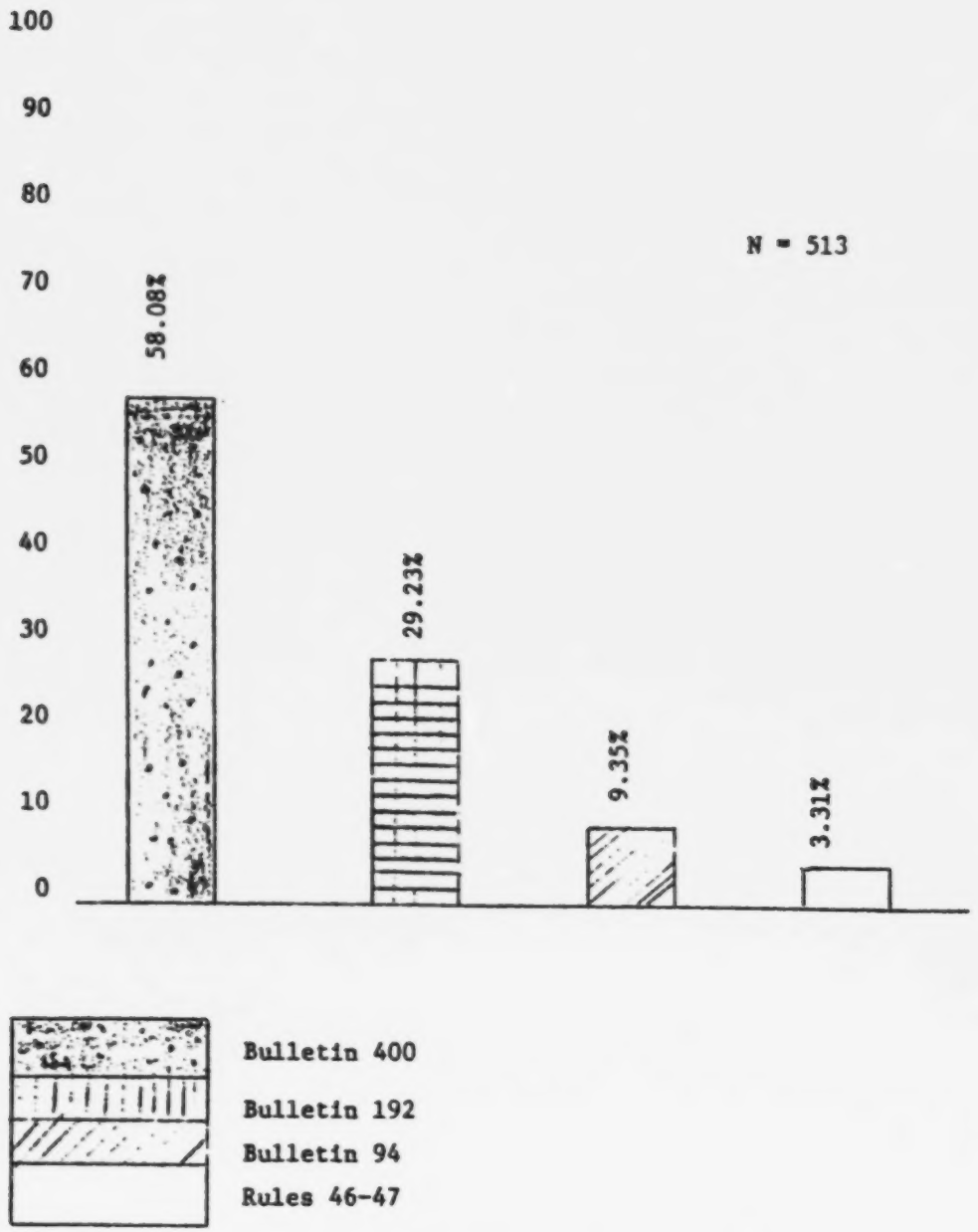
Level of Satisfaction	Percent
Entirely Satisfied	11.9
Mostly Satisfied	55.9
Equally Satisfied & Dissatisfied	23.1
Mostly Dissatisfied	7.1
Entirely Dissatisfied	2.0

N = 606

Figure III

How Principals Obtained their Original

Administrative Certificate



Recommended Changes of Present Certification Standards

Principals also commented on certification standards in an open ended question: The question asked the principals if they were dissatisfied with the present Certification Standards for administrators in Indiana, and if so, to indicate the changes they would recommend.

Some 29% of the 606 respondents utilized the open ended question to list dissatisfaction with present Certification Standards. The dissatisfaction and/or recommended changes described in 179 replies are listed below. (See Table 11)

Table 11. Recommended Changes of Present Certification Standards in Indiana

Recommended Changes	Percent of respondents
Required internship	24.58
Certification standards need to be more consistent	10.61
Improve the quality of instruction	8.93
Should receive credit for experience	5.58
Constant updating should be required	5.02
In-service workshops should be credited	3.91
Coursework should be individualized	3.91
Number of courses required too restrictive	3.91
Residency requirement too demanding	3.35
Specialist degree should be optional	3.35
Should be reciprocity between states	2.79
N = 179	

In addition to the recommendations listed in Table 11 other suggestions included the need to place greater emphasis in coursework on dealing with confrontation, curriculum development, negotiations and teacher evaluation. It was also suggested that Certification Standards for administrators in Indiana be based on competency based criteria.

In-service

In-service Courses Attended and Their Applicability to the Principalship

Approximately 39.22% of 627 respondents reported that they had attended one or more in-service courses; 9.88% reported they had attended at least four in-service courses. Slightly over 60.28% reported they had not attended any in-service courses. Principals reported that over 73% of their in-service training had taken place in Indiana. Over 80% of these courses generally lasted for five days or less and were rated very useful. Almost 35% of the in-service training lasted for one day. Approximately 64% of the respondents reported that their in-service courses had been very useful to their present principalship. Another 33.47% rated these courses somewhat useful and fewer than 3% rated them as not useful.

Courses dealing with curriculum, instruction and philosophy of education (17%) constituted the leading category of in-service courses attended. Fourteen percent of responding principals took courses in the area of Leadership and Management. Approximately 8% of the courses attended dealt with teacher and staff concerns.

Principals reported that (35.4%) of their in-service courses had been sponsored by their professional associations; (20.11%) sponsored by a local school system. Respondents indicated that almost 90% of the courses did not count toward certificate renewal.

Specific In-service Courses Attended and Willingness to Attend Future Courses.

Table 12 presents the proportion of principals who had attended specific in-service courses. The most prominent in-service courses taken by principals include: Teacher Evaluation (38%); Due Process (30.6%); Staff Development (26.2%); Student Discipline (32.5%); School Law (29.9%) Gifted Student Program (28.8%); Use of Computer as Teaching Aids (26.8%); Time Management (20.8%); and Public Relations (20.8%); School Finance (32.5%).

Principals indicated their degree of interest in attending future in-service courses by checking either (1) will surely attend, (2) may attend, (3) will not attend; or (4) don't know. Table 13 shows that 50% or more of all responding principals expressed either a strong (will surely attend) or weak (may attend) willingness to attend every listed course except Team Teaching (41.1%), Competencies for Graduation (39.9%), Energy Management (49.7%), Transportation Management (34.7%) and Cafeteria Management/Supervision (38.4%).

Table 12. Proportion of Respondents Who Have Attended Specific In-service Courses

In-service Courses	Percent	Number of Respondents
Staff Development	26.2	583
Teacher Evaluation	38.3	596
Building Teacher Morale	16.9	587
Student Motivation	18.6	586
Team Teaching	11.8	566
Student Discipline	32.5	578
School Finance	14.1	576
Due Process	30.6	576
Gifted Student Program	28.8	587
Communications	16.3	571
Curriculum Development	22.4	577
Program Planning and Implementation	16.9	567
Developing Community Involvement	15.6	576
Public Relations	20.8	583
Financial Management	9.9	567
Student Attendance	15.5	575
Supervision Techniques	18.4	576
Working with Assistants	5.5	566
School Law	29.9	579
Competencies for Graduation	9.6	565
Long-term Planning	7.6	569
Time Management	20.8	581
Decision-making	16.0	569
Interview Techniques	11.6	578
Energy Management	9.2	563
Leadership Skills	19.4	578
School Staffing	12.0	574
Interpersonal Skills	10.5	564
Delegating Authority and Tasks	8.5	567
Use of Computers as Teaching Aids	26.8	582
Use of AV Equipment for Teaching	18.7	566
Transportation Management	4.8	560
Negotiation Skills	14.0	565
Cafeteria Management & Supervision	5.5	546

Table 13. Whether or Not Principals Wished to Attend the Following In-service Courses

In-service Courses	Will Surely Attend %	May Attend %	Will Not Attend %	Don't Know %	N
Staff Development	47.4	43.7	4.4	4.4	430
Teacher Evaluation	63.9	30.2	4.9	1.1	368
Building Teacher Morale	51.2	40.2	5.1	3.5	488
Student Motivation	51.8	39.6	5.7	2.9	477
Team Teaching	8.4	32.7	46.9	12.0	499
Student Discipline	27.9	49.5	18.7	3.8	390
School Finance	25.9	39.6	27.1	7.5	495
Due Process	23.8	44.0	25.3	7.0	400
Gifted Student Program	40.2	46.2	9.3	4.3	418
Communications	26.2	50.6	15.1	8.2	478
Curriculum Development	44.0	45.8	7.6	2.7	448
Program Planning & Implementation	33.5	52.2	10.2	4.0	471
Developing Community Involvement	33.3	46.5	13.2	7.0	486
Public Relations	40.5	40.3	12.8	6.5	462
Financial Management	23.1	43.4	26.2	7.2	511
Student Attendance	16.7	38.1	35.0	10.3	486
Supervision Techniques	39.6	46.4	10.2	3.8	470
Working with Assistants	15.3	36.6	37.6	10.5	535
School Law	36.9	43.6	14.0	5.4	406
Competencies for Graduation	12.9	27.0	49.7	10.4	511
Long-term Planning	21.5	45.6	23.2	9.7	526
Time Management	34.3	41.1	18.5	6.1	460
Decision-making	30.3	46.4	16.5	6.7	478
Interview Techniques	29.9	45.0	19.0	6.1	511
Energy Management	11.7	38.0	38.0	12.3	511
Leadership Skills	39.7	44.0	10.7	5.6	466
School Staffing	21.8	52.7	17.4	8.1	505
Interpersonal Skills	24.0	48.1	18.2	9.7	505
Delegating Authority & Tasks	28.1	46.1	20.6	5.2	519
Use of Computers as Teaching Aids	42.3	39.7	12.9	5.2	426
Use of AV Equipment for Teaching	11.5	40.7	39.8	8.0	460
Transportation Management	10.3	24.4	55.5	9.8	533
Negotiations Skills	21.8	36.4	33.3	8.4	4865
Cafeteria Management/Supervision	10.5	27.9	50.4	11.2	516

Rating of In-service Programs.

Principals rated the quality of in-service programs available to them. Although 60.3% of the respondents did not indicate they had taken any in-service courses, most had opinions about the quality of in-service programs. Only 2.79% of 608 respondents did not express an opinion. 32.4% were either entirely satisfied or mostly satisfied. Of the 608 respondents, 40.3% were equally satisfied and unsatisfied. About 22% were either mostly dissatisfied or entirely dissatisfied with the in-service program available to Indiana Principals. (See Table14.)

Table 14. Rating of In-service Programs

Rating	Percent
Entirely Satisfactory	2.0
Mostly Satisfactory	30.4
Equally Satisfactory & Unsatisfactory	40.3
Mostly Unsatisfactory	19.9
Entirely Unsatisfactory	2.5
No Opinion	4.9
N = 608	

Tasks/Roles Performed by the Principal

Reed[7] developed a conceptual scheme for specifying the role of a principal by looking at the proportion of time spent at each particular task. Principals could spend their time in five major areas: (1) teacher concerns, (2) parent/community concerns, (3) student concerns, (4) school management, and (5) school improvement. Table 15 presents a percentage distribution according to the number of hours per month spent and the average number of hours per month desired in each activity. Table 16 presents a proportional distribution of amount of time spent and desired in each activity.

Principals reported a desire to spend more time dealing with teacher concerns, parent/community concerns, and school improvement. They reported a desire to spend less time than at present in student concerns and in school management.

Indiana principals reported spending 40.8% of their time in school management, 22.2% in teacher concerns, 15% in school improvement, 11.9% in student concerns and 10.2% in parent/community concerns. This proportional distribution of time is different when compared with the desired column. Principals desired to spend 27.5% of their time in teacher concerns 26.9% in school management, 24.7% in school improvement, 11.4% in parent/community concerns, and 9.5% in student concerns.

Comparison of the actual value versus desired proportional amounts of time for each of the five categories indicates that principals desire a change in the role they perform at school. This was further demonstrated in response to the question of the role they currently have as principal and the role they would ideally like to have as principal.

Table 15. Number of Hours Each Month Spent by Principals at Various Activities

Activity	Number of Hours										
	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	80+	N
Teacher Concerns	%	%	%	%	%	%	%	%	%	%	
Meeting with Teachers	8.1	28.8	28.6	14.1	12.3	2.7	3.2	0.5	0.8	1.0	626
Mediating Staff/Personnel Problems	11.5	78.6	6.9	1.4	0.5	0.5	0.3	0.2	0.	0.2	626
Teaching or covering Classes	29.6	64.1	3.0	1.3	1.1	0.2	0.5	0.	0.2	0.2	626
Visiting Classrooms	9.1	44.9	28.4	9.3	4.5	1.1	1.8	0.2	0.2	0.6	626
Parent/Community Concerns											
Meeting Individual Parents	8.3	67.3	18.5	3.4	1.6	0.8	0.	0.	0.	0.2	626
Developing and Maintaining Public Relations	9.4	76.4	9.7	1.9	1.4	0.5	0.	0.	0.	0.6	626
Meeting Parent Groups	14.7	80.2	4.3	0.5	0.3	0.	0.	0.	0.	0.	626
Student Concerns											
Meeting with Students	7.7	30.5	29.7	14.1	11.0	2.1	2.4	0.6	1.0	1.0	626
Caring for Health Needs of Students	15.5	77.8	5.1	1.0	0.2	0.2	0.	0.3	0.	0.	626
School Management											
Managing School Office	10.1	18.4	20.3	12.5	14.5	5.1	7.7	0.6	3.8	7.0	626
Required School Reports & Central Office Meetings	8.9	61.7	21.9	4.5	1.3	0.3	0.2	0.3	0.5	0.3	626
Monitoring/Evaluating Special State/Federal Programs	34.2	61.5	2.9	1.0	0.3	0.2	0.	0.	0.	0.	626
Preparing School Class Schedule	21.4	70.3	4.3	1.3	1.3	0.6	0.3	0.	0.2	0.3	626
Supervising Cafeteria, Bus Loading, School Yard & Custodial Staff	10.7	30.5	27.5	14.9	12.3	1.9	1.8	0.	0.3	0.2	626
Preparing School Budget & Proposals for Funding	25.6	70.3	2.9	0.5	0.2	0.2	0.2	0.3	0.	0.	626
Supervising Extra-Class Activities	22.8	41.7	15.0	9.7	6.4	1.9	1.1	0.5	0.3	0.5	626
School Improvement											
Curriculum Development	11.0	59.9	20.9	4.5	1.8	0.8	0.	0.6	0.2	0.3	626
Staff Development	17.6	77.5	3.5	1.0	0.2	0.	0.2	0.2	0.	0.	626
Evaluating Teachers	11.3	62.3	16.6	4.3	2.9	0.6	0.6	0.2	0.3	0.8	626
Personal Professional Study	18.1	71.1	9.1	0.8	1.0	0.	0.	0.	0.	0.	626

Table 16. Average Number of Hours and Proportion of Monthly Time Spent at Various Activities

Activity	Average No. of Hours Per Month		Proportion of Monthly Time	
	Spent	Desired	Spent	Desired
Teacher Concerns	hours	hours	%	%
Meeting with Teachers	21.03	22.21	10.1	11.7
Mediating Staff/Personnel Problems	5.98	3.80	2.9	2.0
Teaching or Covering Classes	4.04	4.57	1.9	2.4
Visiting Classrooms	15.02	21.50	7.2	11.3
Sub-total	46.07	52.08	22.2	27.5
Parent/Community Concerns				
Meeting Individual parents	9.52	9.63	4.6	5.1
Developing and Maintaining Public Relations	7.59	3.92	3.7	2.1
Meeting Parent Groups	4.13	8.11	2.0	4.3
Sub-total	21.24	21.65	10.2	11.4
Student Concerns				
Meeting with Students	20.30	15.89	9.8	8.4
Caring for Health Needs of Students	4.34	2.13	2.1	1.1
Sub-total	24.64	18.02	11.9	9.5
School Management				
Managing School Officew	31.74	20.19	15.3	10.6
Required School Reports & Central Office Meetings	10.91	5.89	5.3	3.1
Monitoring/Evaluating Special State/ Federal Programs	2.90	2.29	1.4	1.2
Preparing School Class Schedule	5.01	3.43	2.4	1.8
Supervising Cafeteria, Bus Loading School Yard, & Custodial Staff	18.17	8.95	8.8	4.7
Preparing School Budget & Proposals for Funding	3.61	4.04	1.7	2.1
Supervising Extra-Class Activities	12.31	6.30	5.9	3.3
Sub-total	84.64	51.08	40.8	26.9
School Improvement				
Curriculum Development	10.62	15.89	5.1	8.4
Staff Development	3.97	6.87	1.9	3.6
Evaluating Teachers	10.97	14.77	5.3	7.8
Personal Professional Study	5.49	9.36	2.6	4.9
Sub-total	21.06	46.88	15.0	24.7
Total	207.65	189.72	100.0	100.0

A noticeable difference emerged in the way principals ranked the roles with regard to current function and ideal function. Instructional leader was listed by 25.6% of the respondents as their most important current role. However, 40.1% stated that their most important ideal role was instructional leader. Almost 22% of the respondents listed being a school manager as as their most important current role, but only 13% stated that this should be their most important ideal role. The following comparison shows how each role ranked as most important current role and most important ideal role.

Most Important Role

Current Role	Ideal Role
1. Instructional Leader (25.6%)	1. Instructional Leader (40.1%)
2. School Manager (21.9%)	2. Personnel Leader (19.2%)
3. Personnel Leader (17.2%)	3. School Manager (13.2%)
4. Disciplinarian (16.7%)	4. Planner (7.6%)
5. Community Leader (5.9%)	5. Community Leader (7.2%)
6. Coordinator of extracurricular activities (4.7%)	6. Disciplinarian (5.7%)
7. Planner (4.5%)	7. Professional Developer (5.3%)
8. Professional Developer (3.4%)	8. Coordinator of extracurricular activities (1.8%)

Rating of Preparation for Task/Roles

Given the various activities principals performed, they were asked to rate their preparation for performing these activities and to state whether they desired additional preparation. Their responses are presented in Table 17.

Seventy percent, or more of the respondents rated their preparation as either excellent or good for only five activities; meeting with teachers (73.8%); teaching or covering classes (88.1%); meeting individual parents (70.7%); meeting with students (77.2%); personal professional study (72.1%). The highest percentage of respondents rating their preparation as either poor or unsatisfactory for the performance of the activities were: mediating staff/personnel problems (13.9%); preparing school budget and proposals for funding (14.4%); staff development (15.4%); evaluating teachers (15.7%); monitoring/evaluating special state and federal programs (25%); caring for health needs of students (28.2%). Over fifty percent of the principals desired additional preparation for staff development (57.2%); curriculum development (58.1%); evaluating teachers (60.3%).

Ten percent or fewer principals desired additional preparation in the areas of teaching or covering classes (8.1%), preparing required school reports (10%), supervising cafeteria, bus loading, school yard and custodial staff (10.1%) and supervising extra class activities (9.1%).

Authority to Affect School Activities.

Out of 603 respondents, 80.59% reported having a job description. Principals also indicated how much authority they had to affect some school-related activities and those activities and responses are presented in Table 18.

Table 17. Rating of Preparation for Various activities

Activity	Rating of Preparation						Desire More Preparation?		
	Excellent	Good	Fair	Poor	Unsatisfactory	N	Yes	No	N
Teacher Concerns	%	%	%	%	%		%	%	
Meeting with Teachers	21.0	52.8	18.7	6.7	0.7	534	34.3	65.7	498
Mediating Staff/Personnel Problems	15.0	44.4	26.7	12.1	1.8	513	35.9	64.1	471
Teaching or Covering Classes	51.2	36.9	7.9	2.4	1.5	455	8.1	91.9	470
Visiting Classrooms	24.5	44.4	22.1	7.4	1.4	516	38.2	61.8	476
Parent/Community Concerns									
Meeting Individual Parents	24.3	46.4	19.7	8.0	1.5	522	25.3	74.7	479
Developing and Maintaining Public Relations	17.2	42.4	30.6	7.9	1.9	517	40.3	59.7	476
Meeting Parent Groups	20.8	41.7	27.5	8.5	1.6	306	20.3	79.7	478
Student Concerns									
Meeting with Students	28.8	48.4	15.6	5.9	1.3	527	34.1	65.9	490
Caring for Health Needs of Students	11.4	30.5	29.9	19.1	9.1	482	26.8	73.2	474
School Management									
Managing School Office	20.9	44.2	24.8	8.6	1.6	513	22.2	77.8	474
Required School Reports & Central Office Meetings	20.7	46.8	23.9	7.6	1.0	502	10.0	90.0	470
Monitoring/Evaluating Special State/Federal Programs	10.6	29.6	34.6	17.6	7.6	433	22.0	78.0	441
Preparing School Class Schedule	23.1	44.5	18.8	9.1	4.5	485	22.5	77.5	463
Supervising Cafeteria, Bus Loading, School Yard & Custodial Staff	23.0	44.8	21.6	9.4	1.2	491	10.1	89.9	476
Preparing School Budget & Proposals for Funding	21.2	39.2	25.2	11.7	2.7	480	29.4	70.6	453
Supervising Extra-class Activities	22.3	46.3	22.3	7.9	1.3	458	9.1	90.9	450
School Improvement									
Curriculum Development	14.7	46.8	27.3	9.3	1.9	517	58.1	41.9	482
Staff Development	11.4	39.3	33.9	13.0	2.4	507	57.2	42.8	472
Evaluating Teachers	19.7	39.3	25.3	12.4	3.3	517	60.3	39.7	481
Personal/Professional Study	23.8	48.3		5.9	1.4	437	36.9	63.1	450

Table 18. Amount of Principals' Authority in School

Activity	Amount of Authority			N	Desire Additional?		N
	Low (1-3) %	Moderate (4-6) %	High (7-9) %		Yes %	No %	
Facilitating Change	4.1	30.3	65.6	613	39.2	60.7	400
Determining Staffing Patterns	8.0	28.2	63.8	610	30.7	69.3	391
Determining Hiring & Retention	7.8	20.4	71.7	612	29.9	70.1	398
Determining School Budget	48.0	37.7	14.3	610	61.7	38.3	436
Allocating School Resources	14.5	34.2	51.3	608	30.4	69.6	382
Determining School Policies	6.4	30.1	63.5	614	20.9	79.1	388
Evaluating Instruction	2.0	8.6	89.4	613	10.6	89.4	378
Formulating School Discipline Procedures	1.3	8.5	90.2	613	7.2	92.8	375
Formulating Staff Development Programs	7.0	36.9	56.1	610	24.3	75.7	382
Determining Extra-curricular Programs	11.5	29.5	59.0	607	17.1	82.9	385
Managing Special Education Programs	29.7	40.5	29.8	593	18.0	82.0	384
Managing Vocational Programs	60.8	25.5	13.7	459	7.1	92.9	308
Managing Federally Mandated Programs	40.8	34.7	24.5	579	13.2	86.8	378

Over 60% of the respondents desired additional authority in determining the school budget. Over 30% of the respondents wished they had additional authority in facilitating change, determining staffing patterns, allocating school resources. Almost 30% desired additional authority in determining hiring and retention; 24.3% in formulating staff development programs and 21% in determining school policies.

Out of 588 respondents, 545 (92.68%) had delegated leadership authority in their schools. Of these 545, 41.92% had delegated authority to several people including department chairpersons, grade level coordinators, team leaders and teachers. Out of 43 principals who did not delegate leadership authority to anyone other than the assistant principal, 19 indicated that they had no authority to do so.

Changes Implemented at School.

Principals were asked if they had implemented any changes and 81.77% of 552 respondents reported that they had. They also reported what types of changes they implemented at school. The 1557 changes reported by 451 respondents have been grouped into appropriate categories and are presented in Table 19.

Table 19. Frequency Distribution of Types of Changes Implemented at School

Changes		Frequency of number	Mention Percentage
Academic Curriculum			
Gifted and Talented		99	6.3
Computer Programs		97	6.2
Computer Programs		85	5.4
General Curriculum		53	3.4
Kindergarten		27	1.7
Special Education		23	1.4
Enrichment Classes		22	1.4
Mathematics		20	1.2
Art Music		15	.9
Outdoor Education		13	.8
Science		12	.7
Other		45	2.8
	Subtotal	511	32.8
Structure and Plcement			
Class Structure		74	4.7
Assignment of Students		124	7.9
Student Evaluation		47	3
	Subtotal	245	15.7
Pedagogy			
Teaching Techniques		95	6.1
Grouping		59	3.7
	Subtotal	154	9.8
Staff Development			
Evaluation		34	2.1
In-service		46	2.9
	Subtotal	80	5.1
Physical Plant		53	3.4
Social Curriculum		54	3.4
Discipline		161	10.3
Interrelationships - Students, Staff and Community		284	18.24
Other		15	.9
	TOTAL	1557	100.0

When responses were analyzed, Academic Curriculum, with over 32% of the listed changes, constituted the leading category of changes implemented. Over 18% of the changes dealt with interrelationships of students, staff and community; 15.7% with structure and placement; 10% with discipline; almost 10% with pedagogy and approximately 5% of the changes addressed staff development.

Principals were also asked to rate the effectiveness of their undergraduate preparation, graduate preparation, and in-service programs in implementing changes in their schools. The greatest proportion (37.8%) of 500 responding principals found their in-service programs to be very helpful in implementing changes at their schools. Of these respondents 40.2% rated their in-service programs somewhat helpful, while 22% rated it not helpful.

Graduate training ranked next as 24.95% rated it very helpful in implementing changes at their schools, while 54.61% rated it somewhat helpful and 20.43% rated it not helpful.

Out of 485 respondents 8.24% ranked their undergraduate preparation very helpful in implementing change; 44.2% ranked it somewhat helpful and another 47.62% ranked it not helpful.

Additional Changes Needed at School.

When asked if any additional changes were needed at their schools, 78.80% of 552 respondents stated changes were needed. Approximately 21% stated that no further changes were needed at their schools. Principals also specified what types of changes were needed at their schools. Table 20 presents a frequency distribution of the changes needed.

Table 20. Frequency Distribution of Types of Additional Changes Needed

Changes		Frequency of number	Mention percentage
Academic Curriculum		170	35.9
Structure and Placement			
Class Structure		-	-
Assignment of Students		31	6.5
Student Evaluation		10	2.1
	Subtotal	41	8.6
Pedagogy			
Teaching Techniques		62	13.1
Homework		1	.2
Grouping		-	-
	Subtotal	63	13.3
Staff Development			
Evaluation		18	3.8
In-service		74	15.6
	Subtotal	92	19.4
Physical Plant		48	10.1
Social Curriculum		-	-
Discipline		3	.8
Interrelationships - Students, Staff and Community		44	9.3
Other		12	2.5
	TOTAL	473	100.0

An analysis of the data indicated that academic curriculum, with over 35% of the responses, constituted the leading category of additional changes needed. Over 19% of the changes needed dealt with staff development including evaluation and in-service; 13% with teaching techniques and 9.3% with interrelationships of students, staff and community.

Constraints.

Most principals reported they encountered several major constraints on performing their duties. OUt of 553 respondents, 91.50% reported they encountered major constraints and only 8.49% stated they encountered no major constraints. Chief constraints include budgetary restriction (not enough money, not enough input), restrictions imposed by the central office, additional time and support staff, and school board intervention. A complete summary is presented in Table 21.

Table 21. Frequency Distribution of Responses from Principals Concerning Major Constraints in Performing their Duties

Constraints	Frequency of number	Mention Percent
Budget	244	21.86
Restrictions Imposed by Central Office	154	13.79
Additional Time - Support Staff	132	11.82
School Board Intervention	115	10.30
State, Federal Laws and Regulations	82	7.34
Negotiations - Master Contract Restrictions	73	6.54
Lack of Parental Support	72	6.45
Faculty Apathy	56	5.01
Facilities	44	3.94
Subtotal	972	87.09
Other	144	12.90
TOTAL	1116	100.00

Evaluation of Principals

Principals were asked to report what system of evaluation was prescribed by their local boards of education for evaluating their performance. Almost 26% of the principals who responded to this question stated that they were not evaluated. Another 1.1% reported that a system was being created or revised. A complete summary is presented in Table 22. The most predominant form of evaluation was by central office or superintendent. Teachers or school staff had input in the evaluation in 2.9% of the cases.

Principal Satisfaction

Satisfaction With Various Aspects of School

Principals were generally satisfied with various aspects of their schools (Table 23). Approximately 32% of the respondents were mostly dissatisfied or entirely dissatisfied with the school budget, the area of highest principal dissatisfaction. Almost 30% were equally satisfied and dissatisfied with student achievement; some 6% were mostly dissatisfied with this aspect of their schools. Almost 11% were mostly dissatisfied or entirely dissatisfied with staff willingness to try innovative programs.

Table 22. Local Board Prescribed System for Evaluating Principals (According to School Environment)

Evaluation System	Urban	Suburban	Rural (Farming)	Rural (Nonfarming)	Total
None	27 21.4%	24 14.5%	80 33.6%	25 30.5%	156 25.5%
Informal	7 5.6%	8 4.8%	3 1.3%	3 3.7%	21 3.4%
Self-evaluation along with other form of evaluation	5 4.0%	15 9.1%	5 2.1%	5 6.1%	30 4.9%
Annual checklist or annual form	4 3.2%	6 3.6%	6 2.5%	3 3.7%	19 3.1%
Evaluated by central office or superintendent	50 39.7%	73 44.2%	104 43.7%	32 3.9%	259 42.4%
Written form	3 2.4%	7 4.2%	13 5.5%	2 2.4%	25 4.1%
Teacher/staff evaluation along with other form of evaluation	7 5.6%	6 3.6%	3 1.3%	2 2.4%	18 2.9%
Creating or revising evaluation system	3 2.4%	3 1.8%	1 0.4%	0 0%	7 1.1%
Professional record observation	1 0.8%	0 0%	0 0%	0 0%	1 0.2%
Other	19 15.1%	23 13.9%	23 9.7%	10 12.2%	75 12.3%
Total					611 100%

Table 23. Principals' Level of Satisfaction with Various Aspects of Their Schools

Aspect	Entirely Satisfied	Satisfied	Equally Satisfied & Dissatisfied	Mostly Dissatisfied	Entirely Dissatisfied	N
	%	%	%	%	%	
Parent Involvement	10.8	56.0	22.8	9.3	1.1	613
Community Relations	12.1	64.0	20.2	3.4	.3	614
Teacher Cooperation	22.2	65.3	10.6	1.6	.3	616
Student Academic Performance	5.2	59.3	29.1	6.3	0	615
Student Athletic Performance	15.3	48.8	30.3	4.8	.7	557
Staff Willingness to Try Innovative Programs	12.7	45.9	30.6	10.2	.7	615
District Office Cooperation	18.5	52.1	23.5	4.2	1.6	612
Quality of Teaching Staff	18.4	70.3	10.3	1.0	0	613
Quality of Non-teaching Staff	17.3	66.4	13.4	2.4	.5	614
School Budget	7.0	34.1	26.6	25.3	7.0	613
Staff Morale	15.0	66.9	15.0	2.6	.5	613
School Human Relations Program	8.4	59.8	27.5	4.0	.3	597

Quality of Public Schools.

Principals were generally satisfied with the quality of public schooling in Indiana (Table 24). Only 19 of 613 respondents reported being either mostly dissatisfied or entirely dissatisfied. Twenty two percent of the respondents were equally satisfied and dissatisfied, and over 74% were either satisfied or entirely satisfied.

Table 24. Principals' Level of Satisfaction Regarding The Quality of Public Education in Indiana

Level of Satisfaction	Percent
Entirely Satisfied	5.5
Mostly Satisfied	69.2
Equally Satisfied & Dissatisfied	22.0
Mostly Dissatisfied	2.6
Entirely Dissatisfied	.5
No Opinion	.2
N = 613	

Overall Job Satisfaction.

Principals were either mostly satisfied (74.6%) of entirely satisfied (14.7%) as principals at their present school (Table 25). Fewer than 2% of 599 respondents were mostly dissatisfied; no one was entirely dissatisfied. Only 9% reported being equally satisfied and dissatisfied.

Table 25. Principals' Level of Overall Job Satisfaction

Level of Satisfaction	Percent
Entirely Satisfied	14.7
Mostly Satisfied	74.6
Equally Satisfied & Dissatisfied	9.0
Mostly Dissatisfied	1.7
Entirely Dissatisfied	0.
N = 599	

Career Goals.

Forty five percent of the principals expressed a strong interest in remaining principal of their present school for at least five years (Table 26). The majority of principals were not interested in the other listed career goals with the exception of central office administrators. Over a third of all principals expressed an interest in becoming a central office administrator and 23.6% expressed an interest in earning an advanced degree. Thirty percent of the principals indicated they had considered leaving the field of education.

Table 26. Career Goals of Indiana Public School Principals

Career Goal	Extremely Interested %	Interested %	Have Considered It %	Not Interested %	Undecided %	N
Remain at Present School for at Least Five Years	45.1	35.0	2.3	4.7	12.9	612
Transfer to Another School	3.7	16.9	12.3	50.8	16.3	602
Earn an Advanced Degree	10.7	12.9	20.3	47.5	816	596
Become a Central Office Administrator	14.8	21.4	13.8	40.8	9.3	603
Become a School Superintendent	8.7	13.3	8.9	59.6	9.4	607
Become a College/ University Administrator	3.5	11.8	12.3	65.0	7.5	602
Become a College/ University Professor	4.8	13.3	16.6	58.4	6.8	601
Go into Educational Consulting	4.1	14.1	15.4	57.0	9.4	604
Enter Politics as an Educational Lobbyist	1.7	5.5	7.2	81.1	4.5	597
Leave the Field of Education	3.5	7.7	30.0	50.5	8.2	596

Additional Comments.

Space was provided in the questionnaire for each respondent to provide any additional comments about principal preparation, environment, job role or anyother matter. The 151 comments contained in the replies as received are listed below:

- More practical administrative courses needed
- Job satisfaction high
- More public relations instruction
- More instruction in teacher evaluation needed
- Need to strengthen classes in finance for principal
- Salary for principals needs improvement
- Low morale of principals evident
- Principals need extensive teaching experience
- Strengthen law coursework
- Skill in interpersonal relationships needed
- Principal's authority to operate school is less
- Lack of parental appreciation obvious
- Principal is most important person
- Need to have more power to fire poor teachers
- Need more coursework in Philosophy of Education
- On job training more helpful
- Support needed for principal
- Administrators should belong to professional organizations
- Skill in negotiations is important
- More equity in selection of administrators needed
- More instruction on planning in-service
- Need to "care" about students to be administrator

- Preparation to be leader in any setting important
- Preparation in management skills
- Preparation in learning theory
- Need restrictions on curriculum
- Politics obvious
- Role definition needs clarification
- Internship important
- State guidelines impose restrictions
- Need more quality staff for middle school
- School law should be required for teachers
- Reduction of stress important
- Administrators should be able to transfer benefits
- Staff involvement important
- Need coursework in dealing with adults
- Greater in-service for staff needed

Summary

The findings of the Study of the Indiana School Principalship represent the perceptions of Indiana school principals. Analysis of the data reveals a great deal of information about Indiana schools and provides comprehensive demographic descriptions of characteristics of Indiana principals. Implications may be derived from the information that can assist in improving the principal's effectiveness in promoting teaching and learning.

Demographic Characteristics

Age

- The average principal is 47.06 years old.
- Elementary principals are almost evenly distributed across the ages 31-60
- About 46% of middle school principals are ages 41-50
- Approximately 44% of the high school principals are 41-50 years old

Sex:

- 90% of the principals are male; 10% are female

Race:

- 96% of principals are white; 2.6% are black; 1.1% Hispanic

Socioeconomic Status:

- 39.3% grew up in rural farming communities
- Over 47% reported their father was a farmer (19.6%) or laborer (27.5%) and their mother a housewife (61.3%)
- Current average income reported would place them in the middle class
- High school principals are paid more than elementary and middle school principals
- Approximately 21% of the principals reported supplemental employment
- 92% of the principals send their children to public school

Reason for Becoming a Principal:

- Almost 59% listed desire to be in a leadership position, desire to improve the academic performance of students and desire to make educational improvements for teachers as their primary reasons for becoming a principal

Work Experience

- Principals have served an average of 8 years at their school
- A review of previous experience reveals that the immediate prior position of a large majority of principals had been a teacher (69.5%), assistant principal 9%, or coach (2%)
- 81% of the principals responding worked more than 46 hours per week

Education:

- Over 70% of Indiana public school principals received their elementary secondary and post secondary training in Indiana
- Approximately 86% of all principals completed their higher education in Indiana
- 47% reported having a specialist degree, 77% of which were in administration and supervision
- Almost 5% hold the doctorate

Preparation Program:

- In general, principals saw their educational preparation as "very useful" in the following areas:

  Education and Law (71%)
  School Finance/Economics (48.4%)
  Teacher Negotiations (47.8%)
  Staff Development (47.7%)
  School Personnel Management (46.1%)
  General School Administration (40.3%)

- Of the Academic courses taken by the principal, History and Philosophy (34.3%), Political Science (27.5%), Industrial Relations (28.1%) and Teacher Negotiations (20%) were rated as not useful

- Areas where more preparation was desired included:

  Evaluation of Faculty (63.9%)
  Student Motivation (51.8%)
  Building Teacher Morale (51.2%)
  Staff Development (47.4%)
  Curriculum Development (44%)
  Use of Computers and Teaching Aids (42.3%)
  Public Relations (40.5%)
  Gifted Students (40.2%)

In-service:

- Approximately 40% have attended one or more in-services
- Approximately 60% reported they had attended no in-service courses
- The most prominent in-service courses taken by principals include:

  Teacher Evaluation (38%)
  Due Process (30.6%)
  Staff Development (26.2%)
  Student Discipline (32.5%)
  School Law (29.9%)
  gifted Student Program (28.8%)
  Use of Computer as Teaching Aids (26.8%)
  Time Management (20.8%)
  Public Relations (20.8%)
  School Finance (32.5%)

- Principals reported that (35.4%) of their in-service courses had been sponsored by their professional association/ 20% by a local school system
- Principals indicated that they took courses even though almost 90% of the courses did not count toward certificate renewal
- 50% or more of the responding principals indicated they will surely attend or may attend every listed course except team teaching, competencies for graduation, energy management, transportation management and cafeteria management supervision

The Working Environment of the Principal

Schools:

- Approximately 82% of those surveyed were principals in schools of 740 or less
- Most teachers (80.8%) have between 5-19 years of service. 67.5% of the teachers have 10-19 years of service

- Schools tend to have traditional classrooms (95.6), P.T.A., P.T.O. or parent clubs, gifted student programs (57.6%), etc. and some of those that do not, plan to implement these items
- Almost 40% reported that their staff included assistant principals. 60% had no assistant principal
- Full time clerical staff was reported by 52%. Twenty seven principals reported having none
- Approximately 53% of the principals reported no counselors
- 13.8% reported having no librarian
- Almost 61% of the respondents reported no student expulsion at their schools

The Task Role of the Principal

Hours Worked:

- Principals report spending an average of 51-66 hours per week
- 81% of the principals responding worked more than 46 hours per week

Current Allocation of Time:

- Principals reported allocating time as follows:

  School Management (40.8%)
  Teacher Concerns (22.2%)
  School Improvement (15%)
  Student Concerns (11.9%)
  Parent Community (10.2%)

Desired Allocation of Time:

- Principals desired to allocate their time as follows:

  Teacher Concerns (27.5%)
  School Management (26.9%)
  School Improvement (24.7%)
  Parent/Community Concerns (11.4%)
  Student Concerns (9.5%)

Current Role:

- Principals rank their current role in the following order:

1. Instructional Leader (25.6%)
2. School Manager (21.4%)
3. Personnel Leader (17.2%)
4. Disciplinarian (16.7%)
5. Community Leader (5.9%)
6. Coordinator of Extracurricular Activities (4.7%)
7. Planner (4.5%)
8. Professional Developer (3.4%)

Ideal Role:

- Principals rank their ideal role in the following order:

1. Instructional Leader (40.1%)
2. Personnel Leader (19.2%)
3. School Manager (13.2%)
4. Planner (7.6%)
5. Community Leader (7.2%)
6. Disciplinarian (5.7%)
7. Professional Developer (5.3%)
8. Coordinator of Extracurricular Activities (1.8%)

Preparation for Task/Role:

- Seventy percent of the principals saw their education/preparation as good to excellent in only five areas:

Meeting with Teachers
Teaching or Covering Classes
Meeting Individual Parents
Meeting with Students
Personal Professional Study

- Approximately 28% rated "caring for health needs of students" as poor or unsatisfactory
- 25% rated monitoring and evaluating state and federal programs as poor or unsatisfactory
- Over 50% of the principals desired additional preparation for staff development, curriculum development and evaluating teachers

Implementing Change:

- Approximately 82% of the principals have implemented changes
- Academic curriculum, with over 32% of the listed changes, constituted the leading category of change implemented

- In the combined categories of very helpful and somewhat helpful, principals rated both graduate training (79.56%) and in-service programs (78%) about equal in assisting in implementing changes in their schools
- Approximately 79% of the respondents stated additional changes are needed in the public schools
- 21% of the respondents stated no additional changes were needed
- Academic curriculum (35%) constituted the leading category of additional changes needed
- 19% of the changes needed dealt with staff development including evaluation and in-service; 13% with teaching techniques and 9.3% with interrelationships of students, staff and community

A Profile of Principal Satisfaction

Job:

- 89% are satisfied with their jobs
- Principals are highly satisfied with the quality of their teaching and nonteaching staff
- Principals are dissatisfied with the school budget, the area of highest principal dissatisfaction
- 30% were equally satisfied and dissatisfied with student achievement and some 6% were mostly dissatisfied with this aspect of their schools
- Principals are generally satisfied with their authority in all areas except determining the school budget, facilitating change, determining staffing patterns and determine hiring and retention

Evaluation:

- More than 25% reported no evaluation system
- Approximately 5% are evaluated informally with self evaluation being a part of the process
- A checklist is used for 3% of the annual evaluations
- Rural areas are more likely to have no evaluation system
- Teachers or school staff had input in the evaluation in 2.9% of the cases

Public Education:

- Approximately 75% are mostly or entirely satisfied with the quality of the public school

In-service:

- Approximately 32% are mostly or entirely satisfied with in-service programs

Certification:

- Approximately 68% are mostly or entirely satisfied with certification standards for school administrators
- Approximately 25% recommended that certification should require an internship
- Certification standards need to be more consistent

Major Constraints

- Approximately 90% reported major constraints
- Chief constraints encountered by Indiana principals include budgetary restrictions (not enough money, not enough input), restrictions imposed by the central office, additional time and support staff and school board intervention

Career Goal of the Principal

- Over 80% expressed interest in remaining at their present school for the next five years
- Generally principals do not wish to become lobbyists, college administrators, college teachers or superintendents, However, they may wish to work in the central office or earn an advanced degree
- 30% of the principals indicated that they had considered leaving the field of education

Recommendations

The recommendations stated below are based on information provided by by 630 Indiana principals, review of existing research and practice in educational leadership, information from professional education organizations, discussion with practitioners and recommendations of national task forces on educational leadership and the educational background and experience of the author of the study.

The Role and Function of the School Principal

- It is recommended that the Indiana State Board of Education in conjunction with representatives of appropriate professional organizations and representatives of institutions of higher education examine and define the role and function of the Indiana school principal.

Preparation Programs Offered by Institutions of Higher Education

- It is recommended that the Indiana State Board of Education, in conjunction with representatives of appropriate professional organizations, institutions of higher education examine and redefine a core curriculum leading to the certification of elementary and secondary school principals. Specific preparation should be given all prospective principals in the areas of legal and financial aspects of education, school management, curriculum development, evaluation and staff development, community educational leadership to include History and Philosophy of Education, Management of Educational Personnel including supervising and evaluating personnel, teacher negotiation, fundamentals of affirmative action, recruitment, selection, assignment and dismissal of staff and educational governance and politics

- Coursework from other disciplines should be utilized to meet core objectives

- It is recommended that universities in their training programs working with persons seeking entry to the principalship utilize the assessment center process to diagnose individual strengths and weaknesses and provide guidance in the preparation program

- That universities validate and utilize as one of several criteria, an objective, standardized measure of the knowledge and skills developed in the principal preparation program to evaluate their programs.

- Institutions of higher education should establish a program of evaluation of its principal preparation program and of its graduates and candidates

Certification Practices

- It is recommended that the Indiana State Board of Education, in conjunction with representatives from institutions of higher education and representatives of appropriate professional organizations, revise the requirements for principal certification to reflect the changing role of the principal and the essential knowledge and skills (basic competencies for entry into the field) all principals should possess
- That the State Board of Education in conjunction with constituent groups, validate and adopt an objective, standardized measure of knowledge and skills developed in the principal preparation program as one component of multiple criteria to be employed in the initial certification of principals
- It is recommended that the issuance of principal certification be performance based
- Outstanding practicing school principals should be a part of the preparation program team
- All candidates for certification should have opportunities to complete field experiences under the direction of outstanding principals
- Core courses in the principal preparation program should provide objectives and the relationship of such objectives to professional competencies and field experiences. Field experiences should provide opportunity for the candidate to acquire identified competencies
- Candidates for certification shall have mastered identified competencies in the field before they are recommended for certification

Staff Development Activities

- It is recommended that adequate funding be provided to permit the Indiana Principal Leadership Academy, established by the State of Indiana in conjunction with constituent groups to provide for the reinforcement of existing skills and the acquisition of new skills necessary for principals of the future
- With the involvement of constituent groups Institutions of higher education, and local school corporations should consider modification in their staff development activities
- Professional associations, institutions of higher education, local school corporations should utilize the services of assessment centers such as the Indiana Assessment Center to assist in staff development activities for principals

Evaluation

- It is recommended that the State Board of Education revise or establish standards requiring every school corporation to formulate an evaluation plan to measure the administrative performance of its principals, focusing constructively on proficiencies, strengths and needs in relation to the role and responsibilities of the principal, demonstration of administrative proficiencies and progress toward cooperatively determined objectives of the school corporation

- Such standards for the evaluation of principals should be conducted, as a minimum, once annually, in writing, with ongoing communication, feedback and assistance to promote leadership skill development and for the purpose of documenting administrative performance. Evidence should be provided indicating that the evaluation has been shared with the principal

Women and Minorities

- It is recommended that an integrated effort by representatives of higher education, professional associations, Indiana State Board of Education, local school corporations address the issue of under-representation of minorities and women in the Indiana principalship

Ongoing Analysis

- Since leadership roles in schools are ever changing reflecting the needs of citizens in our society, it is recommended that the role of the Indiana principal be analyzed on an ongoign basis to enhance existing knowledge about the principalship and to assist in determining how principals contribute to academic success in schools

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APPENDIX I

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 13, 1984

Dear Principal:

The quality of education in Indiana is a topic of much discussion and of great importance. Principals play a crucial role in determining the quality of education provided within our schools. With the co-operation of the Indiana Association of Elementary School Principals a statewide study is being conducted of the role of the public school principal in Indiana as defined by the principal.

The enclosed questionnaire will provide the means to enhance the existing body of knowledge about public school principals and provide a deeper insight into the nature of the public school principalship and into the characteristics of principals and their schools. The questionnaire results will be strictly confidential. No respondent will be indentified by name. Only group data will be analyzed and reported.

Your help and input are vital. A stamped return envelope is provided for your convenience in responding. We would appreciate receiving your response no later than October 1, 1984.

Thank you for your assistance.

Sincerely,

Don M. Small, Ed. D.
Executive Director
Indiana Association of Elementary
School Principals

Richard P. Gousha
Professor

DMS/RPG/mb

Enclosure

INDIANA UNIVERSITY

SCHOOL OF EDUCATION
W.W. Wright Education Building
3rd and Jordan
Bloomington, Indiana 47405

September 14, 1984

Dear Principal:

The quality of education in Indiana is a topic of much discussion and of great importance. Principals play a crucial role in determining the quality of education provided within our schools. With the cooperation of the Indiana Secondary School Administrators a statewide study is being conducted of the role of the public school principal in Indiana as defined by the principal.

The enclosed questionnaire will provide the means to enhance the existing body of knowledge about public school principals and provide a deeper insight into the nature of the public school principalship and into the characteristics of principals and their schools. The questionnaire results will be strictly confidential. No respondent will be identified by name. Only group data will be analyzed and reported.

Your help and input are vital. A stamped return envelope is provided for your convenience in responding. We would appreciate receiving your response no later than October 1, 1984.

Thank you for your assistance.

Sincerely,

Russell L. Abel
Executive Director
Indiana Secondary School Administrators

Richard P. Gousha
Professor

nc
Enclosures

APPENDIX II

ADMINISTRATOR QUESTIONNAIRE

NOTE: PLEASE DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE. A SUBJECT NUMBER IS ATTACHED. THIS WILL BE USED SOLELY TO CONTACT YOU IF A FOLLOW-UP IS NECESSARY. AFTER RECEIPT OF THE COMPLETED QUESTIONNAIRE, ALL IDENTIFYING INFORMATION WILL BE DESTROYED. THE DATA WILL BE ANALYZED AND ONLY GROUP DATA WILL BE REPORTED. STRICT CONFIDENTIALITY WILL BE MAINTAINED.

DIRECTIONS: PLEASE CHECK THE CORRECT RESPONSE OR WRITE IN YOUR ANSWER FOR EACH QUESTION. IF MORE SPACE IS NEEDED, PLEASE ATTACH ADDITIONAL SHEET(S). THANK YOU VERY MUCH FOR YOUR CONSIDERATION.

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1. Please write in the school system in which your school is located.

_____
(school system)

2. The city/town in which your school is located is predominantly:

- ☐ Urban
- ☐ Suburban
- ☐ Rural (farming)
- ☐ Rural (non-farming)

3. Please estimate the average family income of the majority of students who attend your school?

$_____ /yr

4. What is the total number of students enrolled in your school?

_____
(number of students)

5. What grades are taught in this school?

_____
(grades at school)

6. Please write in the number of staff members for the positions listed below: (If none write "0")

_____ Vice principals
_____ Full-time teachers
_____ Part-time teachers
_____ Deans/Counselors
_____ Full-time office clerical
_____ Specialists in reading, math, etc.
_____ Librarians
_____ Psychologists
_____ Nurses
_____ Specialists in art, music, and PE

7. Please indicate the approximate number of students in each of the following ethnic groups who are enrolled at your school:

Ethnic Group	Number Enrolled
White	_____
Black	_____
Hispanic	_____
Others (specify)	
_____	_____
_____	_____

8. Please indicate the approximate percentage of teachers at your school whose highest degree is:

	Full-time teachers	Part-time teachers
Masters	_____	_____
Specialists	_____	_____
Doctorate	_____	_____

9. What percentage of students in your school: (write "X" if not applicable)

a) participate in free and reduced lunch programs? ____%

If "X", what % are eligible for AFDC (welfare)? ____%

b) graduate from school? ____%

What % of graduates pursue post-secondary education? ____%

c) do not complete school? ____%

d) are expelled? ____%

10. What is the average length of service of teachers at your school?

_____years

11. What is the average SAT scores of students at your school? (Write "X" if not applicable)

Verbal _____

Math _____

12. Including weekends, how many hours do you average at school each week?

_____ (hours per week)

13. Including this year, how many years have you been principal of your present school?

_____ (number of years)

14. What is your present regular annual salary?

$ _____ /yr.

15. How many working months are used to determine this salary?

_____ months

16. In order to supplement your income are you employed at a second job?

☐ Yes If YES, _____
(nature of job)

☐ No

17. Of the following statements, please check the one that applies to you. My original administrative certificate was issued under:

☐ Bulletin 94
☐ Bulletin 192
☐ Bulletin 400 (Provisional)
☐ Rules 46, 47 (Standard)

18. Excluding the principalship at your present school, how many years have you been a principal?

_____ (years)

19. Does your school have any of the following organizational arrangements? If not, do you have plans to implement them? (Please check correct response.)

ARRANGEMENT	YES	NO	HAVE PLANS TO IMPLEMENT
A. Open classrooms	☐	☐	☐
B. Structured traditional classrooms	☐	☐	☐
C. Flexible scheduling	☐	☐	☐
D. Differentiated staffing	☐	☐	☐
E. Team teaching	☐	☐	☐
F. Individualized instruction (e.g. programmed instruction, contract system, etc.)	☐	☐	☐
G. PTA or parent club	☐	☐	☐
H. Community or parent advisory board	☐	☐	☐
I. Multi-age pupil groupings	☐	☐	☐
J. Non-graded classrooms	☐	☐	☐
K. In-class paraprofessional program	☐	☐	☐
L. Ethnic studies program	☐	☐	☐
M. Gifted student program	☐	☐	☐
N. School within a school program	☐	☐	☐
O. Social promotion of students	☐	☐	☐
P. Improvement program for individual teachers	☐	☐	☐

20. For classification purposes, please indicate the following:

Your date of birth: ---/---/---

Your sex. ☐ Male ☐ Female

Marital Status: ☐ Single
☐ Married
☐ Divorced
☐ Widowed

Your race: ☐ White
☐ Black
☐ Hispanic
☐ Other _____
(specify)

21. Please indicate the type of community and write in the state in which you lived the greatest number of years as a youth:

☐ Urban STATE; _____
☐ Suburban
☐ Rural (farming)
☐ Rural (non-farming)

22. Please write in the occupations in which your parents have spent the greatest number of years:

_____
(father's occupation)

_____
(mother's occupation)

23. Please **check** the type of school and **write in** the state in which you completed the majority of your elementary, intermediate, and senior high school education.

	PUBLIC	RELIGIOUS (Catholic, Baptist, etc.)	PRIVATE NON-RELIGIOUS	STATE
ELEMENTARY				
INTERMEDIATE				
SENIOR HIGH				

24. Please indicate all academic degrees beyond high school that you have earned and identify the college/university, the state, the academic majors, and the years in which the degrees were received.

DEGREES	COLLEGE/UNIVERSITY	STATE	MAJORS	YEAR RECEIVED

25. Excluding all principal positions, please list three previous positions you may have held.

POSITION	WAS POSITION SCHOOL-RELATED? (YES/NO)	WAS POSITION IN SAME SCHOOL AS PRESENT? (YES/NO)	DATES	WAS POSITION USEFUL TO CURRENT ROLE AS PRINCIPAL? (YES/NO)	TYPE OF ENVIRONMENT? 1=URBAN, 2=SUBURBAN, 3=RURAL (farming), 4=RURAL (non-farming)

26. Below is a list of tasks/activities which you may engage in during the work-day. Please fill in:

1) Estimated time (in hours) spent per month.
2) Estimated hours you wish you were spending on the activity (may be greater, less, or equal to the time spent at present).
3) A rating of the preparation you have had to perform the task. (1=Excellent, 2=Good, 3=Fair, 4=Poor, 5=Unsatisfactory, 6=Not applicable.)
4) Whether or not additional preparation is desired.

TASK	ESTIMATED HOURS PER MONTH	DESIRED HOURS PER MONTH	RATING OF PREPARATION	DESIRE ADDITIONAL PREPARATION? (YES/NO)
Meeting with teachers individually and in groups				
Teaching or covering classes				
Meeting with students (counseling, handling discipline, etc.)				
Caring for health needs of students				
Meeting with individual parents				
Meeting with parent groups (PTA, clubs, etc.)				
Developing & maintaining school public relations & working with community groups				
Managing the school office, coordinating work with office staff & clerical work (correspondence, records, supplies, etc.)				
Visiting classrooms				
Evaluating teachers				
Mediating staff/personnel problems or concerns				
Preparing required school reports & attending Central Office meetings				
Preparing school class schedule				
Supervising school cafeteria, bus loading, school-yard and custodial staff				
Curriculum development (evaluating school programs, developing or revising school policies/procedures, developing new educational programs & projects, etc.)				
Planning and preparing school budget & proposals for funding				
Professional staff development & planning & conducting staff in-service programs				
Monitoring/Evaluating special state or federal programs				
Supervising extra-class activities				
Personal professional study				

27. Please indicate if you have had any of the following courses. For a course you have had, please check if it was in college or graduate school and indicate whether or not it was useful to your present position as principal.

COURSE	WHERE TAKEN				USEFULNESS		
	COLLEGE	GRADUATE SCHOOL	WAS NOT OFFERED	DID NOT TAKE	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL
General school administration	☐	☐	☐	☐	☐	☐	☐
Curriculum development	☐	☐	☐	☐	☐	☐	☐
School finance/economics	☐	☐	☐	☐	☐	☐	☐
School personnel management	☐	☐	☐	☐	☐	☐	☐
School organization	☐	☐	☐	☐	☐	☐	☐
Education and the law	☐	☐	☐	☐	☐	☐	☐
Teacher negotiations	☐	☐	☐	☐	☐	☐	☐
History and philosophy of education	☐	☐	☐	☐	☐	☐	☐
Educational psychology	☐	☐	☐	☐	☐	☐	☐
Sociology	☐	☐	☐	☐	☐	☐	☐
Industrial relations	☐	☐	☐	☐	☐	☐	☐
Political science	☐	☐	☐	☐	☐	☐	☐
Business administration	☐	☐	☐	☐	☐	☐	☐
Staff development	☐	☐	☐	☐	☐	☐	☐

28. Please provide the information requested below for the administrator in-service programs in which you may have already participated. If you have not participated in such programs, please write in "NONE" and proceed to the next question.

SPONSORING ORGANIZATION	COURSES TAKEN	LENGTH OF PROGRAM (days)	STATE WHERE HELD	YEAR	RATING OF COURSES FOR USEFULNESS IN PRESENT POSITION (1=very useful, 2=somewhat useful, 3=not useful)	DID IT COUNT TOWARD YOUR CERTIFICATE RENEWAL? (YES/NO)

29. If paid to attend an in-service program, which of the following topics would you choose to attend? (Please indicate your response for each topic.)

TOPIC	HAVE ALREADY ATTENDED	WILL SURELY ATTEND	MAY ATTEND	WILL NOT ATTEND	DON'T KNOW
Staff development	☐	☐	☐	☐	☐
Teacher evaluation	☐	☐	☐	☐	☐
Building teacher morale	☐	☐	☐	☐	☐
Student motivation	☐	☐	☐	☐	☐
Team teaching	☐	☐	☐	☐	☐
Student discipline	☐	☐	☐	☐	☐
School finance	☐	☐	☐	☐	☐
Due process	☐	☐	☐	☐	☐
Gifted student program	☐	☐	☐	☐	☐
Communications	☐	☐	☐	☐	☐
Curriculum development	☐	☐	☐	☐	☐
Program planning and implementation	☐	☐	☐	☐	☐
Developing community involvement	☐	☐	☐	☐	☐
Public relations	☐	☐	☐	☐	☐
Financial management	☐	☐	☐	☐	☐
Student attendance	☐	☐	☐	☐	☐
Supervision techniques	☐	☐	☐	☐	☐
Working with assistants	☐	☐	☐	☐	☐
School law	☐	☐	☐	☐	☐
Competencies for graduation	☐	☐	☐	☐	☐
Long-term planning	☐	☐	☐	☐	☐
Time management	☐	☐	☐	☐	☐
Decision making	☐	☐	☐	☐	☐
Interview techniques	☐	☐	☐	☐	☐
Energy management	☐	☐	☐	☐	☐
Leadership skills	☐	☐	☐	☐	☐
School staffing	☐	☐	☐	☐	☐
Interpersonal skills	☐	☐	☐	☐	☐
Delegating authority and tasks	☐	☐	☐	☐	☐
Use of computers as teaching aids	☐	☐	☐	☐	☐
Use of audio-visual equipment for teaching	☐	☐	☐	☐	☐
Transportation management	☐	☐	☐	☐	☐
Negotiation skills	☐	☐	☐	☐	☐
Cafeteria management/supervision	☐	☐	☐	☐	☐
Please specify others:					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

30. In relation to the school in which you are principal, please indicate your present level of satisfaction with each of the following activities. (Please check most appropriate response.)

ACTIVITY	ENTIRELY SATISFIED	MOSTLY SATISFIED	EQUALLY SATISFIED & DISSATISFIED	MOSTLY DISSATISFIED	ENTIRELY DISSATISFIED
Parent involvement	☐	☐	☐	☐	☐
Community relations	☐	☐	☐	☐	☐
Teacher cooperation	☐	☐	☐	☐	☐
Student academic performance	☐	☐	☐	☐	☐
Student athletic performance	☐	☐	☐	☐	☐
Willingness of staff to attempt innovative programs	☐	☐	☐	☐	☐
District office cooperation	☐	☐	☐	☐	☐
Quality of teaching staff	☐	☐	☐	☐	☐
Quality of non-teaching staff	☐	☐	☐	☐	☐
Adequacy of school budget	☐	☐	☐	☐	☐
Staff morale	☐	☐	☐	☐	☐
School human relations program	☐	☐	☐	☐	☐

31. How would you rate the in-service training programs available to you in this State? (Please check most appropriate response.)

☐ Entirely satisfactory
☐ Mostly satisfactory
☐ Equally satisfactory/unsatisfactory
☐ Mostly unsatisfactory
☐ Entirely unsatisfactory
☐ Don't know

32. Please **rank order** three of the following items in terms of the role you currently have as principal and the role you would ideally like to have: (1 = Most important role, 2 = Next in importance, 3 = Third in importance)

ROLE	CURRENT RANKING	IDEAL RANKING
Instructional Leader (curriculum planning, teaching, etc.)		
School Manager (budget, correspondence, etc.)		
Community Leader (PTA, advisory groups, etc.)		
Personnel Leader (staff advising, recruitment, etc.)		
Disciplinarian (monitoring student behavior, etc.)		
Professional Developer (conferences, etc.)		
Planner (long range policy, etc.)		
Coordinator of extra-curricular activities		

33. Please **rank order** three of the following items in terms of your reasons for becoming a principal. (1 = Primary reason, 2 = Secondary reason, 3 = Tertiary reason)

REASON	RANKING
Improved income over previous position	
More prestige than previous position	
Interest in improving students' academic performance	
Desire to make educational improvements for teachers	
Springboard for superintendent role	
Desire to be in a leadership position	
Encouragement of others	
Please specify others:	

34. In terms of your career goals, how interested are you in the items below?

CAREER GOAL	Extremely Interested	Interested	Undecided	Have considered it	Not interested
Remain principal of present school for at least five years:	☐	☐	☐	☐	☐
Transfer to another school:	☐	☐	☐	☐	☐
Earn an advanced degree:	☐	☐	☐	☐	☐
Become a district/central office administrator:	☐	☐	☐	☐	☐
Become a school superintendent:	☐	☐	☐	☐	☐
Become a college/university administrator:	☐	☐	☐	☐	☐
Become a college/university professor:	☐	☐	☐	☐	☐
Go into educational consulting:	☐	☐	☐	☐	☐
Enter politics as an educational lobbyist:	☐	☐	☐	☐	☐
Leave the field of education:	☐	☐	☐	☐	☐
Please specify others:					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

35. What system does your board of education prescribe for evaluating principals? (If none, please write NONE.)

_____

_____

_____

36. Do you have a current job description?

☐ Yes

☐ No

37. If you renewed your administrative certificate in the past ten years, what method was used to meet your renewal requirements?

- ☐ 45 graduate hours required by the state of Indiana
- ☐ 60 graduate hours required by the state of Indiana
- ☐ Specialist degree
- ☐ Doctoral degree
- ☐ Other

38. Please indicate your level of satisfaction or dissatisfaction regarding the present certification standards for school administrators in Indiana:

- ☐ Entirely satisfied
- ☐ Mostly satisfied
- ☐ Equally satisfied/dissatisfied
- ☐ Mostly dissatisfied
- ☐ Entirely dissatisfied

39. If you are dissatisfied with the present certification standards for administrators in Indiana, please indicate the changes you would recommend.

_____

_____

_____

_____

_____

_____

40. Other than to Vice principal(s), have you delegated leadership authority to anyone?

☐ Yes

If YES, to whom?

- ☐ Department chairperson
- ☐ Grade/Level coordinator
- ☐ Team leader
- ☐ Other _____ (specify)

☐ No

If NOT, why not?

- ☐ No authority
- ☐ Lack of preparation
- ☐ Other _____ (specify)

41. In your school how much authority do you have to affect the following activities? (Please circle the most appropriate number on the scale.)

ACTIVITY	TOTAL								NONE	WISH YOU HAD MORE? (YES/NO)	IF YES WHAT RESTRICTS YOU NOW?
Facilitating change	9	8	7	6	5	4	3	2	1		
Determining staffing patterns	9	8	7	6	5	4	3	2	1		
Determining hiring and retention	9	8	7	6	5	4	3	2	1		
Determining school budget	9	8	7	6	5	4	3	2	1		
Allocating school resources	9	8	7	6	5	4	3	2	1		
Determining school policies	9	8	7	6	5	4	3	2	1		
Evaluating instruction	9	8	7	6	5	4	3	2	1		
Formulating school-discipline procedures	9	8	7	6	5	4	3	2	1		
Formulating staff development programs	9	8	7	6	5	4	3	2	1		
Determining extra-curricular programs	9	8	7	6	5	4	3	2	1		
Managing special education programs	9	8	7	6	5	4	3	2	1		
Managing vocational programs	9	8	7	6	5	4	3	2	1		
Managing federally-mandated programs	9	8	7	6	5	4	3	2	1		

42. Please describe briefly two or three of the most significant changes you implemented in your present school. (If you did not implement any changes please write in "NONE" and skip question 43.)

IMPLEMENTED CHANGES	YEAR IMPLEMENTED	WHAT PROMPTED YOU TO IMPLEMENT THESE CHANGES?

43. Please indicate below whether your pre-service and in-service training was helpful to you in implementing these changes.

TRAINING	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
Undergraduate	☐	☐	☐
Graduate	☐	☐	☐
In-service	☐	☐	☐

44. Do you feel any additional change is needed at your school?

☐ Yes If YES please indicate what form of change:

_____

_____

☐ No

45. What type of school (excluding post-secondary) did/do your children attend? (If applicable, check more than one.)

	WHY?
☐ private (non-religious)	_____
☐ public	_____
☐ religious	_____
☐ not applicable	

46. What is your opinion about the quality of public schooling in this State?

- ☐ Entirely satisfactory
- ☐ Mostly satisfactory
- ☐ Equally satisfactory/ unsatisfactory
- ☐ Mostly unsatisfactory
- ☐ Entirely unsatisfactory
- ☐ No opinion

47. How would you rate your overall job satisfaction as principal of your present school? (Please check most appropriate response.)

- ☐ Entirely satisfied
- ☐ Mostly satisfied
- ☐ Equally satisfied/dissatisfied
- ☐ Mostly dissatisfied
- ☐ Entirely dissatisfied

48. Please list, in order of severity, the **major restraints** you have in your position as principal of your school.

_____

_____

_____

_____

_____

49. If you have any other comments about your preparation, environment, job role or any other matter, please indicate so. (Add additional sheet if necessary.)

_____

_____

_____

_____

_____

THANK YOU VERY MUCH!